ENGLISH GRAMMAR

BAHASA INGGRIS UNTUK MAHASISWA

English For University Student

Drs. H. Rois Mahfud, M.Pd.

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Divisi Buku Perguruan Tinggi
PT RajaGrafindo Persada
DEPOK

Perpustakaan Nasional: Katalog dalam Terbitan (KDT)

Rois Mahfud
ENGLISH GRAMMAR : BAHASA INGGRIS UNTUK MAHASISWA
(English For University Student) / Rois Mahfud
-- Ed. 1. -- Cet. 1-- Depok : Rajawali Pers, 2017.
xviii, 170 hlm., 23 cm
Bibliografi: 150 hlm.
ISBN 978-602-425-250-2

1. Bahasa Inggris -- Tatabahasa I. Judul
425

2017. 1789 RP
Drs. H. Rois Mahfud, M.Pd
ENGLISH GRAMMAR

Cetakan ke-1, September 2017

Hak penerbitan pada PT RajaGrafindo Persada, Depok

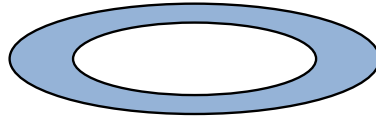
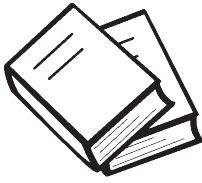
Desain cover oleh octiviena@gmail.com

Dicetak di Rajawali Printing

PT RAJAGRAFINDO PERSADA

Kantor Pusat:
Jl. Raya Leuwinanggung No. 112, Kel. Leuwinanggung, Kec. Tapos, Kota Depok 16956
Tel/Fax : (021) 84311162 – (021) 84311163
E-mail : rajapers@rajagrafindo.co.id Http: //www.rajagrafindo.co.id

Perwakilan:

Jakarta-16956 Jl. Raya Leuwinanggung No. 112, Kel. Leuwinanggung, Kec. Tapos, Depok, Telp. (021) 84311162. **Bandung**-40243 Jl. H. Kurdi Timur No. 8 Komplek Kurdi Telp. (022) 5206202. **Yogyakarta**-Pondok Soragan Indah Blok A-1, Jl. Soragan, Ngestiharjo, Kasihan Bantul, Telp. (0274) 625093. **Surabaya**-60118, Jl. Rungkut Harapan Blok. A No. 9, Telp. (031) 8700819. **Palembang**-30137, Jl. Macan Kumbang III No. 10/4459 Rt. 78, Kel. Demang Lebar Daun Telp. (0711) 445062. **Pekanbaru**-28294, Perum. De'Diandra Land Blok. C1/01 Jl. Kartama, Marpoyan Damai, Telp. (0761) 65807. **Medan**-20144, Jl. Eka Rasmi Gg. Eka Rossa No. 3A Blok A Komplek Johor Residence Kec. Medan Johor, Telp. (061) 7871546. **Makassar**-90221, Jl. ST. Alauddin Blok A 14/3, Komp. Perum. Bumi Permata Hijau, Telp. (0411) 861618. **Banjarmasin**-70114, Jl. Bali No. 31 Rt. 05, Telp. (0511) 3352060. **Bali**, Jl. Imam Bonjol g. 100/V No. 5B, Denpasar, Bali, Telp. (0361) 8607995, **Bandar Lampung**-35115, Jl. P Kemerdekaan No.94 LK I Rt. 005 Desa Tanjung Raya Kec. Tanjung Karang Timur, Telp. 082181950029.

PREFACE

Praise be to Allah Almighty, for His Mercy and Bless so that the writer could complete and finish this teaching materials entitled: “BAHASA INGGRIS UNTUK MAHASISWA”

The aim of this book is to introduce students to basic concepts of Grammar, to focus on language functions and structures which are particularly useful in increasing the students’ skills in English.

In this lesson students learn the vocabulary used in English and perform different Grammatical language tasks to practice applying it.

The areas include - Part One (A); Nouns and Article, Elementary Negative and Question, Verb Order, Pronoun, Possessive Case, Introduction To Interrogative, Adjective, Telling The Time, Some and Any, Special Finite, and Verbs. Part Two (B); Question Tags, Sentence Patterns, Gerund and Infinitive, Interrogatives, Relative Clauses, There is and It is, Reported Speech, Passive Voice, and Correlatives Words.

The writer would like to thank all those who have provided valuable input that has helped smoothing writing of this book. The writer also conveys gratitude; hopefully good deeds we all do are accepted as worship to Allah.

Finally, suggestions and constructive criticism towards the perfection of this book will be accepted with open hands.

Palangka Raya, June, 2016

Rois Mahfud

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PART ONE (A)

1

NOUNS AND ARTICLES

Learning Goals & Objectives.

At the end of the topic, students should be able to:

1) Demonstrate a significant increase in Nouns and Articles.
2) Recognize and understand Countable, Uncountable, Singular and Plural Nouns.
3) Complete writing exercises to express an understanding of Abstract and Concrete nouns.

Countable and Uncountable Nouns

1.1 Countable Nouns

Countable nouns refer to things that we can count. Such nouns can take either singular or plural form.

Example :

1. There are a dozen flowers in the vase.
2. He ate an apple for a snack.
3. She attended three classes today.
4. My uncle breads several cows.

1.2 Uncountable Nouns

Uncountable nouns refer to things that we cannot count. Such nouns take only singular form.

Example:

1. The price of freedom is constant vigilance.
2. Her paper lost in the classroom.
3. The price of oil has stabilized recently.
4. May I borrow some money?

While uncountable nouns do not generally take a plural form, sometimes they may be pluralized when used in a countable sense.

The difference bhertetween the uncountable and countable meanings of nouns that are used in either sense can be seen in the following:

1.2.1 Uncountable Sense;

1. Art is often called limitation of life.
2. Life is precious.
3. Religion has been a powerful force in history.
4. She has beautiful skin.

1.2.2 Countable Sense;

1. I read a book out the folk arts of Bali.
2. A cat has nine lives.
3. Many ambrellas are sold in this store.
4. The hand bag is made of plastic.

1.2.3 Uncountable Nouns (Singular)

1) We fill our pen with ink.
2) We can make a cake with flour, milk and an egg.
3) There is milk in the refrigerator.
4) There is water in the bucket.
5) There is salt in the bottle.

6) There is sugar in the tin.
7) There is meat in the plate.
8) There is bread in the bowl.
9) There is money in the wallet.
10) There is coffee in the glass.
11) There is paper in the drawer.

1.2.4 Uncountable Nouns (Plural)

1) Tables are pieces of furniture.
2) Some birds are in their nest.
3) Farmers are in the garden
4) Rubbish baskets are in the corner.

1.2.5 Partition; part and whole.

> the (whole) cake, part of the cake, a slice of the cake, half (of) the cake, (a) quarter of the cake.

1) There is some milk in the refrigerator.
2) There are two bottles of milk.
3) There is a gallon of oil.
4) There are three lumps of sugar.

Singular	Plural
There **is** a cup of milk on the table. a cup of tea a cup of chocolate a glass of water a bowl of soup a piece of paper a kilogram of sugar a small bag of salt	There **are two** cups of milk on the table. three cups of tea four cups of chocolate five glasses of water six bowls of soup seven pieces of paper eight kilograms of sugar ten bags of salt.

Answer the following questions !

1) What do you need when you write a letter ?
2) What do you need when you drink tea ?
3) What do you need for your soup ?
4) What will you add for your coffee ?
5) What will you add for your hot water ?

1.2.6 Articles

Words called articles or determiners are used to signal nouns.

a river	an armchair
a castle	an idea
five eggs	three biscuits

The article an is used before nouns that begin with the vowels (sound) a, e, i, o and u.

an artist	an eye
an oven	an insect
an umbrella	an axe

The article a is used before nouns that begin with the other letters, called consonants.

But some words don't follow these rules.

- a uniform, a unit, a user : a, not an, is used because the vowel u in these words is pronounced like the word you;
- an hour, an heir, an honor : an, not a, is used because the consonant h in these words is not pronounced.

Singular	Plural
a mountain	mountains
a river	rivers
an envelope	envelopes
an insect	insects
an oven	ovens
an uncle	uncles

Using Articles with Countable and Uncountable Nouns

A countable noun always takes either the indefinite (a, an) or definite (the) article when it is singular. When plural, it takes the definite article if it refers to a definite, specific group and no article if it is used in a general sense.

1) The guest of honor arrived late.
2) You are welcome as a guest in our home.
3) The guests at your party yesterday made a lot of noise.
4) Guests are welcome here anytime.

Uncountable nouns never take the indefinite article (a or an), but they do take singular verbs. The is sometimes used with uncountable nouns in the same way it is used with plural countable nouns, that is, to refer to a specific object, group, or idea.

1) Information is a precious commodity in our computerized world.
2) The information in your files is correct.
3) Sugar has become more expensive recently.
4) Please pass me *the sugar*.

The and **a/an** are called "articles". We divide them into "definite" and "indefinite" like this:

Definite > the

Indefinite > a, an.

We use "definite" to mean sure, certain. "Definite" is particular.

We use "indefinite" to mean not sure, not certain. "Indefinite" is general.

When we are talking about one thing in particular, we use **the**.

When we are talking about one thing in general, we use **a** or **an**.

- Think of the sky at night.
- In the sky there is one moon and millions of stars.
- So normally we could say:
- I saw **the** moon last night.
- I saw **a** star last night.

Look at these examples: **the**

1) **The** capital of Indonesia is Jakarta.
2) I have found **the** book that I lost.
3) Have you cleaned **the** car?
4) There are six eggs in **the** fridge.
5) Please switch off **the** TV when you finish watching it.

Look at these examples: **a, an**

1) I was born in **a** town.
2) Jani had **an** omelet for lunch.
3) Jimy ordered **a** drink.
4) We want to buy **an** umbrella.
5) Have you got **a** pen?

Of course, often we can use the or a/an for the same word.

1) It depends on the situation. Look at these examples:
2) We want to buy an umbrella.
3) (Any umbrella, not a particular umbrella.)
4) Where is the umbrella?
5) (We already have an umbrella. We are looking for our umbrella, a particular umbrella.)

This little story should help you understand the difference between **the a,** and **an**:

A man and **a** woman were walking in Darmo Street. **The** woman saw **a** dress that she liked in **a** shop. She asked **the** man if he could buy **the** dress for her. He said: “Do you think **the** shop will accept **a** cheque? I don’t have **a** credit card.”

1.2.7 Categories of Uncountable Nouns

Abstract	Material	Generic	Non-Plurals with–s
advice	meat	fruit	mathematics
help	rice	wildlife	economics
information	bread	equipment	physics
knowledge	cake	machinery	civics
trouble	coffee	furniture	ethics
work	ice cream	mail	mumps
enjoyment	water	luggage	measles
fun	oil	jewelry	news
recreation	grass	clothing	tennis
relaxation	hair	money	(other games)

1.3 Quantity Adjectives with Countable and Uncountable Nouns

1.3.1 **Some, Any.** Both words modify either countable or uncountable nouns.

1) There are *some cookies* in the jar. (countable)
2) There is *some water* on the floor. (uncountable)
3) Did you eat *any food*? (uncountable)
4) Do you serve *any vegetarian* dishes? (countable)

1.4 Much, Many

Much modifies only uncountable nouns.

1) *How much money* will we need?
2) They ate *so much cake* that they started to feel sick.
3) *Much effort* will be required to solve this problem.
4) *How many children* do you have?
5) They had *so many books* that they had to stack them in the hall.
6) *Many Americans* travel to Europe each year.

1.5 A lot of, Lots of

These words are informal substitutes for *much* and *many*.

1) *Lots of effort* will be required to solve this problem. (uncountable)
2) *A lot of Americans* travel to Europe each year. (countable)

1.6 Little, Quite a little, Few, Quite a few

Little and quite a little modify only uncountable nouns.

1) We had a *little ice cream* after dinner.
2) They offered *little help* for my problem. (meaning «only a small amount»)
3) They offered *quite a little help* for my problem. (meaning «a large amount»)
4) (See quite a bit of, below.)

1.7 Few and quite a few modify only countable nouns.

1) *A few doctors* from the hospital play on the softball team.
2) *Few restaurants* in this town offer vegetarian dishes. (meaning "only a small number"). *Quite a few restaurants* in this town offer vegetarian dishes. (meaning «a large number»)

1.8 A little bit of, Quite a bit of

These informal phrases usually precede uncountable nouns. Quite a bit of has the same meaning as quite a little and is used more commonly.

1) There's *a little bit of pepper* in the soup.
   (meaning "a small amount")
2) There's *quite a bit of pepper* in the soup.
   (meaning "a large amount")

1.9 Enough

This word modifies both countable and uncountable nouns.

1) I don't have enough potatoes to make the soup.
2) We have enough money to buy a car.

1.10 Plenty of

This term modifies both countable and uncountable nouns.

1) There are *plenty of mountains* in Central Java.
2) She has *plenty of money* in the bank.

1.11 No

This word modifies both countable and uncountable nouns.

1) There were *no squirrels* in the park today.
2) We have *no time left* to finish the project.

Underline the correct word of the two alternatives answer in the bracket.

1) Only (few / little) employees work in the high technology sector.
2) Where does the (few / little) boy go?
3) (Few / Little) of the deer became pregnant at around the same time.
4) High intelligence people exert (less / fewer) effort to learn.
5) Would you mind giving me (few / little) water from your jar?
6) He used to spend at (fewest/ least) 1/3 of his monthly income on renting an apartment.
7) Is construction the (fewest / least) innovative industry in Jakarta?
8) We didn't spend (much/many) money.
9) Do you know (a lot of /much) people in Surabaya?
10) He goes out (a lot / much).
11) (A lot of / Much) people drive too fast.
12) We spent too (many / much) money.
13) We must be quick. There is (little / much) time.
14) He isn't popular. He has (few / many) friends.
15) How many fruit do you take from refrigerator?
16) (Many / Much) people asked me if I have got married or not.
17) He has (a little / many) money left.
18) (A few / Much) students of our school know his house.
19) (Many / Much) effort will be required to solve this problem.
20) How (much / many) students are there in this classroom.

2
ELEMENTARY NEGATIVE AND QUESTION

Learning Goals & Objectives.

At the end of the topic, students should be able to:

1) Demonstrate a significant increase in forming a Negative and Question.
2) Recognize and understand Negative and Question.
3) Complete writing exercises to express an understanding Negative and Question

2.1 Forming a Negative

Negatives in the simple present are formed by adding *don't* or *doesn't* before the simple form of the verb:

Positive : **Structure:**

Verb "+s/es" form is used; If subject is 3rd person singular. The verb is used in its original form; If subject is 1st and/or 2nd person singular. If subject is 1st and/or 2nd person plural. If subject is 3rd person plural. Change the sentences below into negative forms.

	Positive		Negative
1)	The sun sets in the west.	-	The sun doesn't set in the east.
2)	All the cars stop here.	-	All cars don't stop here.
3)	Mirza teaches English.	-	……………….………

4) That notice <u>reads</u>, “No parking”. - ………………………

5) Rizali <u>leaves</u> at seven. - ………………………

6) She <u>works</u> very hard. - ………………………

7) There <u>goes</u> the taxi. - ………………………

8) <u>Do</u> you play tennis? - ………………………

9) He <u>does</u> not go to the temple. - ………………………

10) <u>Does</u> he write novels? - ………………………

In the simple present tense, negative forms and question forms are made using the auxiliary verb “do”.

Subject	Auxiliary	Example
I	don’t	I don’t sing
You	don’t	You don’t sing
He	doesn’t	He doesn’t sing
She	doesn’t	She doesn’t sing
It	doesn’t	It doesn’t sing
We	don’t	We don’t sing
They	don’t	They don’t sing

In other words, only third person singular subjects (he, she and it) have doesn’t — the rest have don’t.

2.2 Forming a yes /no question

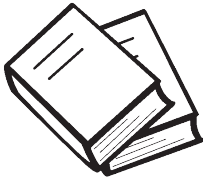
Yes/no questions are also created using the auxiliary do. This time, the auxiliary is placed before the subject. Here are the rules:

<u>Auxiliary</u>	<u>Subject</u>	<u>Example</u>
Do	I	Do I sing?
Do	you	Do you sing?
Does	he	Does he sing?
Does	she	Does she sing?
Does	it	Does it sing?
Do	we	Do we sing?
Do	they	Do they sing?

2.3 Forming a WH- question

WH- questions (using words such as "what", "when", and "where") are also created by putting the auxiliary do before the subject. Then, you add the WH- word at the beginning. Here are some examples:

Statement	: Yes/no question	: WH- question
I sing	: Do I sing?	: What do I sing?
You fight	: Do you fight?	: Why do you fight?
He lives	: Does he live?	: Where does he live?

When you are sure that you understand the lesson, you can continue with the exercises.

Questions ; Chose A, B, C, D or E as your best answer !

1. When is a negative question used?
   - A. To show surprise or doubt
   - B. In an exclamation
   - C. When you expect the listener to agree
   - D. All of the above
   - E. None of the above

2. Which negative question is correctly formed?
   - A. Didn't you finish your homework?
   - B. You didn't finish your homework?
   - C. Your homework why you didn't finish it?
   - D. Why you did finish not your homework?
   - E. Why you didn't finish your homework?

3. Which negative question is formed correctly?
   - A. Don't like you donuts?
   - B. Donuts don't you like?
   - C. Why you don't like donuts?
   - D. Don't you like donuts?
   - E. Why donuts don't like you?

4. Which negative question form is correct?
   A. Isn't computers amazing?
   B. Computers aren't amazing.
   C. Aren't computers amazing?
   D. Why are computers amazing?
   E. Why computers aren't amazing?

5. Choose the correctly-formed negative question.
   A. Why you not finish the project?
   B. Why you didn't finish the project?
   C. You didn't finish the project.
   D. Didn't finish you the project?
   E. Why didn't you finish the project?

6. Finish this conversation.

   A: I can't believe how well you speak English!

   B: Thank you. English is my second language.

   A: ……………………?

   B: No, I started taking classes only last year.
      A. You haven't studied it for a long time.
      B. Haven't studied it for a long time?
      C. You no study long time.
      D. Why haven't studied it for a long time?
      E. Haven't you studied it for a long time?

7. Which negative question is formed correctly?
   A. Why the supervisor wasn't at work today?
   B. Wasn't at work today?
   C. Why he not was at work today?
   D. What wasn't the supervisor at work today?
   E. Why wasn't the supervisor at work today?

8. Choose the correct negative question.
   A. Didn't hear you the phone ringing?
   B. Didn't you hear the phone ringing?
   C. Why you no heard the phone ringing?
   D. Why didn't you the phone hear ringing?
   E. Doesn't you hear the phone ringing?

9. Which sentence is correct?
   A. Wasn't you late yesterday?
   B. Why you weren't late yesterday?
   C. Why you was late yesterday?
   D. Weren't you late yesterday?
   E. Didn't you late yesterday?

10. Which sentence is incorrect? (all are correct except one)
    A. Isn't this class intelligent?
    B. Wasn't the test easy?
    C. Aren't you going to take a vacation?
    D. Why aren't you happy?
    E. Why doesn't they love to study English?

3 ADVERB ORDER

Learning Goals & Objectives.

At the end of the topic, students should be able to:

1) Demonstrate a significant increase in Adverb Order.
2) Recognize and understand Adverb Order.
3) Complete writing exercises to express an understanding of Adverb Order.

3.1 The position of adverbs in sentences.

We can put adverbs in different positions in sentences.

There are three main positions but also a lot of exceptions.

In English we never put an adverb between the verb and the object.

Correct : → We often play handball.

Incorrect : → We play ~~often~~ handball.

The three main positions of adverbs in English sentences

1) Adverb **at the beginning** of a sentence
   > Unfortunately, we could not see Mount Himalaya.
2) Adverb **in the middle** of a sentence
   > The children often ride their bikes.